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ABSTRACT

As part of the second phase of a collaboration project between the Florida Head Start Association and agencies and programs in the state serving young children and their families with the purpose of enhancing school readiness programs, this document compiles the resource papers that were created based on regional meetings of partners in the collaboration and reviewed at a summit held in September 2002. The resource papers focus on the discussion group topics of: (1) child and family health services; (2) child and family literacy; (3) family support services; (4) involving males in the lives of young children; and (5) child outcomes. Each resource paper is organized similarly and summarizes recent research on the topic, describes some successful strategies used by Florida's Head Start programs, and delineates relevant websites or publications. The document's introduction highlights evaluation findings from the summit revealing that participants viewed the sharing of information and the parent panel as the most valuable aspects of the summit, and supported the recommendation for an annual summit. A directory of program experts to provide advice and technical assistance to school readiness programs in Florida is included. A list of summit participants and their agencies is appended to the report. (KB)

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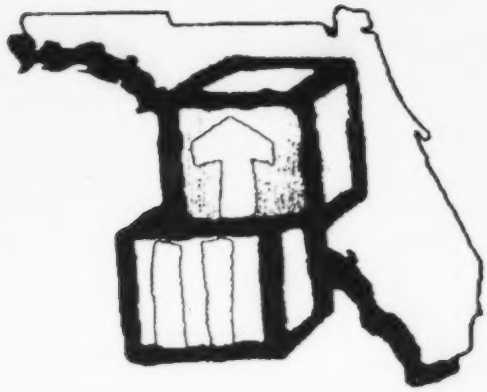

SOLUTIONS FOR ENHANCING SCHOOL READINESS

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SUMMIT PROCEEDINGS
Final Report and Recommendations
November 2002

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INTRODUCTION

Background

In the fall of 2001, the Florida Head Start Collaboration Office received a supplemental grant designed to focus on unified planning for early childhood education and child care initiatives in Florida. The project " **Strengthening Collaboration for Excellence in School Readiness**" was a joint partnership between the Collaboration Office and the Florida Head Start Association.

In order to involve as many stakeholders in school readiness as possible the Head Start Association voted to build this initiative on a previous collaborative project initiated in 1999. This project, " The Grassroots Speak" was built on addressing issues in communities which had major impacts on young children and their families. As part of the project, focus group sites were identified at Head Start programs in seven communities in Florida representing very small, small, medium, large and very large populations. The Head Start directors in each of the identified sites were asked to invite local leaders and parents to the focus group sessions. They were asked to select partners from early childhood programs and agencies serving families who were involved and knowledgeable about local policies and practices in the areas of:

- School Readiness
- WAGES (Florida's Welfare Reform Initiative)
- Child Support Enforcement
- Father Involvement
- Child and Family Health
- Access to quality early care and education programs

Issues and solutions for practices and policies were gathered during on-site focus groups. All participants from the focus groups were invited to attend a statewide retreat which involved leadership from state agencies serving young children and the Regional Head Start Office in Atlanta.

The project resulted in the creation of a "grassroots manual" which the Head Start Association disseminated throughout the state to all programs serving young children and their families. The manual was available not only to publicly supported early childhood programs, but also to private providers

and all of the agencies involved in its development. In addition to the manual, policy recommendations were generated for presentation to state agency heads and legislative staff.

Current Project

Building on the activities described above, in January 2002, the Florida Head Start Association voted to initiate a second phase of the collaboration project. In this effort, Head Start directors and their local program staff, identified, organized, and presented solutions for enhancing school readiness programs. Between April and May 2002, regional cluster meetings were held in Marianna, Jacksonville, Palm Beach, Orlando, and Tampa. More than 150 Head Start staff participated in these brainstorming sessions where strategies were identified for enhancing school readiness through the areas of family support resources, child and family literacy, child and family health, and involving males in the lives of young children.

The culmination of the current year's activities was marked by a statewide summit held in Orlando on September 25, 2002, in conjunction with the annual meeting of the Florida Early Childhood Association. More than 250 Head Start staff program directors school readiness coalition members and community partners participated in the daylong summit. The Head Start Region IV Quality Improvement Centers Training and Technical Assistance Services team based out of Western Kentucky University also participated, bringing thousands of dollars worth of Head Start's professional materials to share with each participant.

Many products and renewed relationships were generated through this phase of the collaboration project. Tools that can be used by local community-based organizations, school readiness program providers, school readiness coalitions, and the Florida Partnership for School Readiness Board were created. These tools will support the growing collaborative relationships between Head Start programs and other stakeholders in Florida's school readiness system.

Presented in this final report are the resource papers that were created based on the regional meetings and reviewed the summit. In addition, a directory of program experts who are available to provide advice and technical assistance to school readiness programs across the state is also

included. A list of the summit participants and the agencies they represented is located in the appendix.

Evaluation of the Summit

The "Solutions for Enhancing School Readiness" summit held on September 25, 2002 was a collaborative effort between the Florida Head Start Association, Head Start State Collaboration Office and the Training &Technical Assistance Services at Western Kentucky University. The mission of the summit was to bring Head Start, its community partners, as well as, School Readiness Coalitions together in order to share solutions to enhance programs serving young children and their families. The day was filled with informative speakers, a wonderful parent panel, and a variety of discussion groups focusing on male involvement, child and family literacy, child and family health and parent support resources.

Data Interpretation. In order to determine the overall opinion of this effort, a brief questionnaire was distributed to participants. The results have been interpreted and are discussed in this summary. The evaluation consisted of eight items addressing various aspects of the summit. There were three quantitative questions that captured the opinions and perceptions of the audience, the five qualitative items attempted to capture participant's suggestions and recommendations for the future.

Item one consists of a table addressing eleven sub items relevant to various aspects of the summit. Of the respondents to sub item 1a which assessed the availability and access to pre-summit information, 33% ranked this item very good, and 23.9% ranked this item excellent. Out of the respondents to the sub item that assessed the management and organization of the summit, 35.6% ranked this aspect excellent. Respondents felt that the topics discussed were excellent and appropriate for their experience and background. The last two items, which assessed the quality of the presenters and speakers, 51.6% of the respondents, felt that the speakers were excellent and rated the presenters of the solutions groups as excellent.

The majority of the respondents felt that the most valuable aspects of the summit were the sharing of information and the parent panel. Ninety five percent of the respondents to the questionnaire would recommend convening

another summit in the future. The only complaints received related to the repetition of the topics to be discussed in the discussion groups, the lack of time and the size of each group. One of the biggest complaints received referred to the overcrowding of the facilities.

Recommendations and Conclusion. There were a number of suggestions made for ways of improving the summit. The most popular suggestion made was to extend the time period of the summit to two days. Other suggestions ranged from adding a Head Start graduate panel to including presentations from community partners. Respondents also suggested a multitude of topics. Most of these topics related to community partnerships, team building for coalitions, literacy, mental health, children's social and emotional health, and family interactions. Two topics that stood out the most were related to education and mental health. The discussion topics suggested were, "Mental Health: Strategies on dealing with behavioral concerns" and "Education: What are appropriate strategies teachers are able to use in the classroom?"

Based on the comments and suggestions made by the respondents it is evident that there should at least be an annual summit. An annual summit would provide an additional opportunity for Head Start and community to share and discuss information pertinent to the education and services provided to children and their families in programs throughout the state. Head Start's "Solution's for Enhancing School Readiness" summit was a benefit to all in attendance participants look forward to the planning and implementation of another.

Recommendations for Follow-up

Based on comments gathered throughout the regional meetings and from summit participants and the evaluations completed at the summit, there will be a follow up summit funded by the Florida Head Start Association following the legislative session.

POLICY AND RESEARCH INFORMATION

Child and Family Health Services

What research says—

- Though over half of the children entering Head Start were found to have a medical or dental problem requiring some kind of treatment, it was also discovered that Head Start children received more dental and medical care (both treatment and preventative) than their non Head Start peers. (Brown, Bernard (1984). *Medical Services for Head Start Children: Some Findings from the Head Start Health Evaluation;* Administration for Children, Youth, and Families: Washington, D.C.)

- An analysis of the National Longitudinal Study of Youth's (NLSY) health data found that Head Start improves delivery of health services, associating the program with an 8% to 9% higher probability of being immunized. (Devaney, B.L., Ellwood, M.R., Love, J.M. (1997). Programs That Mitigate the Effects of Poverty on Children, *The Future of Children,* 7(2): 88-112)

A few strategies used successfully by Florida's Head Start programs—

1. Create partnerships and agreements with health care vendors and providers, for example, KidCare, neighborhood health clinics, hospitals, pediatric associations, WIC, specifying how the partnership will work and what services are expected from each partner. Institute partnerships with Healthy Families and Healthy Start to coordinate home visits and other services. Use the Family Advocate as the liaison on behalf of enrolled children.
2. Educate pediatricians and other physicians about the importance of providing a detailed report on a child's health status on the required physical exam form for registering for a school readiness program.
3. Communicate with families and teach them that a school readiness program is more than child care. Use individual family interviews at intake/registration to get comprehensive information about the child and family before a child enters a program. Use newsletters, fliers, and e-mail to help parents stay up-to-date on the most current issues in child development, child health and nutrition, and parenting. Tell parents about the information available at wer4health and encourage them to use the ListServ. (See below.)
4. Create advisory committees that bring community experts in mental health, vision, health care access, and related fields to educate staff about how

their services are accessed and to educate these professionals about the school readiness and Head Start.

5. Use an internal staffing process or a behavioral team that focuses on the child and family to keep both staff and family members informed about each child. Utilize a system for tracking a child's mental health, health, dental, and nutritional areas of concern and the interventions applied. Involve the family, teacher and other interventionists.
6. Use the "Character Counts" and "As I Am" Head Start developed curricula.

Related Head Start Publications found at www.headstartinfo.org

Nutrition

- "WIC and Head Start: Partners in Promoting Health and Nutrition for Young Children and Families" (WIC Nutrition Series). This informational report, based on the WIC-Head Start Coordination Study, describes a variety of efforts undertaken in States and local communities to coordinate the services of the two programs.

Health and Safety

- Child Health Record (also in Spanish), instructions
- Child Mental Health - Head Start Bulletin #73
- Enhancing Health in the Head Start Workplace - Health Technical Training Guide
- Health Data Tracking Instrument and User Instructions
- Head Start, Medicaid, and CHIP
- Laying a Foundation in Health and Wellness -- Health Foundation Training Guide
- Oral Health -- Head Start Bulletin # 71
- Parent-Held Child Health Record
- Preventing and Managing Communicable Diseases - Health Technical Training Guide
- Promoting Mental Health - Health Technical Training Guide
- Safety First: Preventing and Managing Childhood Injuries - Health Technical Training Guide
- Sustaining a Healthy Environment - Health Technical Training Guide
- Well Child Health Care: Making It Happen - Health Technical Training Guide

Disabilities Services Publications

- Caring for Children with Chronic Conditions - Disabilities Services Technical Training Guide
- Including Children With Significant Disabilities in Head Start - Disabilities Services Technical Training Guide
- Laying a Foundation in Health and Wellness -- Health Foundation Training Guide

- Leading the Way: Disabilities Services and the Management Team - Disabilities Services Technical Training Guide
- Promoting Mental Health - Health Technical Training Guide
- Risk and Reality: Teaching Preschool Children Affected by Substance Abuse - Videotape and User's Guide
- Setting The Stage: Including Children with Disabilities in Head Start - Disabilities Services Foundation Training Guide
- Supporting Children with Challenging Behaviors: Relationships Are Key - Disabilities Services Technical Training Guide
- Supporting Families in Crises - Social Services Technical Training Guide
- Translating the IEP into Everyday Practice - Disabilities Services Technical Training Guide

Also see http://lists.wku.edu/mailman/listinfo/wer4health "weR4health" is Head Start's ListServ for health and nutrition coordinators.
http://www.nimh.nih.gov/publicat/childmenu.cfm This is the National Institute of Mental Health site. Search under "Publications" and choose "Child and Adolescent Mental Health."

Child and Family Literacy

What research says—

- Low-literate parents, particularly mothers, are more likely to exert a positive influence on their children's academic achievement when they are able to enhance their own literacy skills than when they are unable to do so and as a result, their children's achievement in school improves and their general knowledge, including that measured by intelligence tests, improves. (Benjamin, L.A. (1993). Parents' Literacy and Their Children's Success in School: Recent Research, Promising Practices, and Research Implications. Washington, DC: Office of Educational Research and Improvement.)

- More than 500 former Even Start families were included in this comparison study at various times up to six years after leaving high-quality programs. Findings included: 1. A high percentage of adults obtained a GED or high school certification; 2. A high percentage of adults obtained and kept employment; 3. Adults continued to improve by enrolling in education and training programs and by seeking employment; 4. Adults became more self-sufficient by reducing their dependence on public assistance; 5. Teachers reported that children were ready to enter kindergarten; 6. Children performed average or better in their elementary classes; 7. Parents were engaged in the schools their children attended and in the schooling of their children; and 8. General social conditions

of the families improved. (National Center for Family Literacy. (1997). Even Start: An Effective Literacy Program Helps Families Grow toward Independence.)

- An evaluation of an intergenerational reading program for 20 limited English proficiency parents and their children conducted during a twelve month period found that: 1. Children displayed greater confidence in reading with their teachers; 2. Children learned to feel comfortable using books in the classroom; 3. Parents increased the amount of time they spent at home doing schoolwork with their children; 4. Parents developed English communication skills through frequent practice with teachers, decreasing the various tensions associated with communicating in a second language; and 5. Parents learned about using community resources such as the public library. (Yu, J.H. (1994). Family Literacy for Parents with Limited English Proficiency. Harrisburg, PA: Bureau of Adult Basic and Literacy Education, Pennsylvania State Department of Education.)

A few strategies used successfully by Florida's Head Start programs—

1. Designate a staff member to be responsible for family literacy activities; conduct parent workshops focused on literacy; make it easy for parents to access GED preparation programs, adult education and ESOL services. Include "literacy" as part of the community assessment.
2. Create partnerships with community service organizations such as Kiwanis, the Literacy Council, Rotary, Friends of the Library. Organize "guest reader" programs; train participants in conducting reading and circle times with children; recruit community "celebrities" as readers.
3. Develop an arrangement with the local library and branches to help families get library cards for the adults and children. Make the bookmobile schedule available to parents and talk with children about how it works so they will remind their parents to use it.
4. Create a lending library of children's books as well as materials that will be useful to parents—information abut child development, parenting, discipline, nutrition, pregnancy and childbirth.
5. Become knowledgeable about programs such as Ready to Learn, Heads Up!, Put Reading First, Reading is Fundamental, Family of Readers, Book It (Pizza Hut), Leap Into Literacy, Born to Read, Doors to Discovery.
6. As a transition activity, arrange with the elementary school that preschool children will attend to have kindergarteners be readers to children in preschool programs. Use college students as readers and tutors for community service credit
7. Train staff and use curriculum materials that have a high concentration on literacy skills, for example, *High Scope* or the *Creative Curriculum*; create

computer workstations with literacy software products for children and adults. Read about the Heads Up! Reading distance learning network at www.heads-up.org.

8. Create "book bags" as gifts or as part of a lending library that include a children's book and an easy to understand description of activities to do with the child based on the story or a theme. Leave children's books when conducting a home visit.

Websites of Interest—

http://www.zerotothree.org/brainwonders/EarlyLiteracy.html This Zero to Three site provides information on how literacy skills begin in the early years in relation to the developing brain. The question and answer format of this site provides tips, strategies, and resources for promoting early literacy behaviors.

www.hsrtc.org The Head Start Family Literacy Project is a five-year cooperative agreement with the National Center for Family Literacy to provide training and technical assistance to enhance the capacity of Head Start and Early Head Start grantees to implement comprehensive family literacy services.

http://www.headstartinfo.org/publications/catalog/literacy.htm Head Start publications on literacy are found at this site.

http://www.famlit.org/headstart/hsece.html This is the site for the National Center for Family Literacy.

www.nap.edu/catalog National Academies Press, "Starting Out Right: A Guide to Promoting Children's Reading Success," (1999) and "Preventing Reading Difficulties in Young Children," (1998).

www.nifl.org The National Institute for Literacy supports the development of high quality state, regional, and national literacy services so that all Americans can develop the literacy skills they need to succeed at work, at home, and in the community.

www.nationalreadingpanel.org This site has the 2000 report of the National Reading Panel—"Teaching Children to Read."

Family Support Resources

What research says—

- Head Start parents reported positive changes in their personal lives, behaviors, and attitudes, including an increase in knowledge of available social services and resources and a decrease in negative attitudes towards public schools. In addition, parents who participate more in the Head Start classroom are more likely to report positive changes in their personal lives. (Plutro, Michele Ann (1990). A Comparative Study of Parental Perceptions of

the Impact of Head Start on Their Lives; *Dissertation Abstracts International* (51)).

- A combination of family support and early education programs of sufficient intensity and quality are more likely to reduce risks in both maternal life course and parenting as well as early child cognitive ability. Several of these programs, including Head Start, target urban, low-income families, and have produced long-term decreases in antisocial behavior or chronic delinquency. (Kirokazu Yoshikawa (1995). Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency, *The Future of Children,* 5(3): 51-75)
- Research has shown that the most effective programs that work to reduce the predictors of later juvenile delinquency — childhood anti-social behavior, low cognitive abilities, and poor parenting — are ones like Head Start, which combine early family support and education, involve a child-focused component and parent-focused component and are targeted at low-income urban families. (Hiro Yoshawa (1994). Prevention as Cumulative Protection: Effects of Early Family Support and Education on Chronic Delinquency and Its Risks, *Psychological Bulletin,* 115(1): 1-27)

A few strategies used successfully by Florida's Head Start programs— Head Start programs are grounded in four basic principles for creating family support resources—

1. Resources are culturally sensitive—this is critical to engaging the family; the importance is supported in the Head Start performance standards.
2. Head Start staff are trained to be customer service professionals— they treat families with respect, provide timely interventions, and recognize that the family is in the lead.
3. Community volunteers make a major contribution to Head Start programs— Head Start professionals seek out and establish relationships with their community's retired citizens who can offer expertise, direct services, and membership on advisory boards.
4. Head Start staff follow-up and follow through in connecting families with resources.

Family Advocacy

- Each Head Start family has a Family Advocate who keeps communication flowing, focuses on the child and family, helps create the Family Partnership Agreement, tracks recommendations and their implementation, and facilitates a family and child "staffing" twice per year. Head Start and Early Head Start are a "strength-based" model that works with families and children, not "around" them.

Activity and Program Examples Include

- Creating a Lap Top Literacy program—parents are trained in using a lap top computer which they take home and work with children; age appropriate software is installed for literacy skills training; computers are donated by a local business partnering with the Community Action Program for computer training.
- Organizing parent resource fairs—highlight available community resources and planned by family community partnership advisory committee.
- Offering workshops and training programs including GED preparation, domestic violence awareness, substance abuse prevention, child abuse, parenting skills, positive discipline, budgeting, stretching food dollars, potluck dinners, crafts, fairs, family literacy, CPR, 1st aid, car seat training, fire safety, home safety, child development, and job skills.
- Building a variety of training programs for parents and caregivers to gain entry level skills in areas such as computer training, GED preparation, kitchen services, ESOL, CDL training (chauffeur's drivers license), job readiness training—elocution, speaking, creating a resume, completing job applications; female-specific programs; male involvement programs.
- Being creative—A policy council helped parents create a private for profit agency owned and staffed by parents which, among other things, helps individual parents earn a CDA and provides a substitute teachers aides program. The Head Start program pays the agency $15/hr for substitute aides and the agency pays the aide/parent $8/hr.
- Transitioning to kindergarten—Kindergarten teachers are hired for a week after public school closes in the summer to help children and families of 4 year olds with transition.

Collaborative Partnership Examples

- Goodwill Industries Self-Sufficiency Program—Head Start refers clients to Goodwill for 5 days of training. Participants receive two outfits and a hair styling appointment. When the certificate of completion is earned, Goodwill helps place the parent in OJT positions. Goodwill does this nationwide.
- Head Start professionals establish strong partnerships with community resource agencies by attending interagency meetings and establishing written agreements for cooperative ventures. Many programs have partnership agreements with programs that work with incarcerated parents or caregivers.

Related products available from Head start at www.headstartinfo.org —

- Helping Children Affected by Substance Abuse: A Manual for the Head Start Management Team
- Risk and Reality: Teaching Preschool Children Affected by Substance Abuse - Videotape/Guide
- Supporting Substance-Abusing Families: A Technical Assistance Manual for the Head Start Management Team

Family Partnerships and Parent Involvement

- Building on Success - Parent Involvement Technical Training Guide
- Child Support Services for Families in Head Start Programs
- Communicating with Parents - Parent Involvement Technical Training Guide
- A Design for Family Support - Social Services Technical Training Guide and videotape
- Designing Parenting Education - Parent Involvement Technical Training Guide
- Engaging Parents - Parent Involvement Foundation Training Guide
- Family Involvement - Head Start Bulletin #65
- Family Partnerships: A Continuous Process - Parent Involvement Technical Training Guide
- Linking Our Voices - Facilitator's Manual - (also in Spanish)
- Looking at Life Curriculum - Parent Handouts and session plans
- Our Stories Keep Us Connected - Brochure and multimedia kit, (also in Spanish),
- Parent Involvement - Resource Guide Series
- Partners in Decision Making - Parent Involvement Technical Training Guide
- Partnership with Parents - User's Guide and Videotape
- Serving Homeless Families: Descriptions, Effective Practices, and Lessons Learned

Involving Males in the Lives of Young Children

What research says—

- Analysis of data from a study conducted on low-income preschool children revealed that developmentally appropriate preschool programs, such as Head Start, foster long-term patterns of parent involvement. (Rebecca Marcon (1993). *Predictors of Parent Involvement and Its Influence on School Success;* presented at the 2nd National Head Start Research Conference, Washington, D.C.)

- The intervention group fathers who were highly involved in the Head Start Father Involvement program made the greatest gains in the amount of time spent with children in direct interaction, accessibility, and support for learning. The children of high dosage intervention fathers also showed high mathematics readiness change scores. Additionally, the children of low-dosage comparison fathers were reported to have significantly greater behavior problem change scores when compared to children of low-dosage intervention fathers. *Father Involvement Program Effects on Fathers, Father Figures, and Their Head Start Children: A Quasi-Experimental Study.* Early Childhood Research Quarterly, 1999.

A few strategies used successfully by Florida's Head Start programs—

1. Get a willing father or another male who plays a positive role in a child's life to help in the design and organization of a program to nurture other fathers. Use the *Nurturing Fathers* curriculum plus roll playing, videos, and outings. Include the participants in determining the program's direction. Cover topics that interest the participants such as credit, buying a home, employment, child support, communication, domestic violence, and relationships. Bring in specialists for topics when appropriate. Ask fathers about their interests at orientation meetings at the beginning of the year. Get the dads to talk about their relationships with their fathers.
2. Organize outings for dads and kids—fishing, ball games—things they can do together. Partner with a community resource, e.g., in Jacksonville, the Jaguars sponsor a father/son day. Create opportunities to expose the dads to other lifestyles and life choices.
3. Identify mentors, life coaches, especially for young dads and significant others. Partner with community organizations such as the Alpha Phi Alpha fraternity.
4. Start a school project—like a child's garden—and get the dads and kids to do the planting, weeding, cooking and eating.
5. Be prepared to make referrals for the services or contacts a dad might need to other social services, employment, and health care.
6. Plan "new dad" showers—similar to a baby shower for a newborn; include a basket of gifts that have tools the dad will need—books to read to the new baby, information about how important fathers are in their children's lives, child development, and play. Purchase fatherhood resources for the program's library. Videotape testimonials as a recruitment tool.
7. Schedule "Monday Night Football" gatherings and talk about father-child topics during the station breaks and half time.
8. Provide incentives for participation, if needed, especially food, child care, and transportation. Make it easy for fathers to participate.
9. Provide grants that enable fathers to participate in educational opportunities.

10. Train program staff to talk to fathers about the child's progress—as openly and as often as they do with mothers.
11. Include funding for male involvement activities in the annual budget. Designate a male staff member to have responsibility for the planning and delivery of these services and opportunities.
12. Get employers involved—help them make working environments male-friendly by using pictures of males with children in advertising and place sports magazines in reception areas; explain programs to employers so they are more willing to accommodate and employee's participation; ask schools to support having teen dads involved with their children.

Websites of Interest—

http://fatherhood.hhs.gov/ This site provides information on the Fatherhood Initiative sponsored by the Department of Health and Human Services and includes links to related research.
http://www.jcpr.org/newsletters/vol4_no2/index.html Joint Center for Poverty Research at Northwester University—newsletter: *Poverty Research News*, March-April 2000 focuses on fathers.
http://www.fatherhoodproject.org The Fatherhood Project® is a national research and education project that is examining the future of fatherhood and developing ways to support men's involvement in child rearing. Its books, films, consultation, seminars, and training all present practical strategies to support fathers and mothers in their parenting roles.
http://www.acfc.org/missn.htm The members of the American Coalition for Fathers and Children focus on the creation of a family law system, legislative system, and public awareness which promotes equal rights for ALL parties affected by divorce, and the breakup of a family or establishment of paternity. It is their belief that through involvement and dedication, they can have a positive effect on the emotional and psychological well being of children
http://www.familiesandwork.org/ Families and Work Institute is a non-profit center for research that provides data to inform decision-making on the changing workplace, changing family and changing community. Founded in 1989, FWI is known for ahead of the curve, non-partisan research into emerging work-life issues; for solutions-oriented studies addressing topics of vital importance to all sectors of society; and for fostering connections among workplaces, families, and communities. FWI's rigorous data are highly respected. Business and community leaders, policy-makers, individual families, educators and the media seek out its research, which has influenced decisions across the nation.
http://www.cyfc.umn.edu/welcome.html The Children, Youth and Family Consortium's web site is a bridge to a wide range of information and resources about children and families. It connects research, teaching, policy, and community

practice. And, it seeks to advance greater understanding, shared knowledge, and action that is informed and deliberate. The section on Family Relationships and Parenting and includes research, programs, publications, general information and links on parenting (including fathering, single parenting step-parenting, and more), marriage and couple relationships, work/life integration, divorce, family stress and other related topics.

Child Outcomes

What research says—

- In a study comparing matched groups of low-income children attending Head Start, other preschool, or no preschool, the Head Start children scored higher on such school readiness measures as verbal achievement, perceptual reasoning, and social competence than either of the other groups. (Lee, V.E., Brooks-Gunn, J., Schnur, E. and Liaw, F. (1990). Are Head Start effects sustained? A longitudinal follow-up comparison of disadvantaged children attending Head Start, no preschool, and other preschool programs. *Child Development,* 61, 495-507).

- Children from developmentally appropriate Head Start or prekindergarten classrooms are more likely to achieve academically and socially in elementary school than children from didactic classrooms. This suggests that early education using a variety of curricula — rather than a didactic program — can be beneficial for children from low-income families. (Ellen C. Frede (1995). The Role of Program Quality in Producing Early Childhood Program Benefits, *The Future of Children,* 5(3): m 115-132)

- A child's readiness for school depends on the most basic of all knowledge, *how to learn.* Seven key ingredients include confidence, curiosity, intentionality, self-control, relatedness, the capacity to communicate, and cooperativeness. Whether or not a child arrives at school on the first day of kindergarten with these capabilities depends greatly upon how much her parents—and preschool teachers—have given her the care that amounts to a "Heart Start," the emotional equivalent of the Head Start programs. (*Emotional Intelligence*, Daniel Goleman, 1995.)

- This report described the longitudinal findings from the Cost, Quality, and Outcomes in Child Care Centers Study, which began in 1993. The aim of this study was to investigate the impact of child care experiences, in addition to continuity between earlier and later experiences, on early school success.

The results indicated the following: (a) Children who attended child care with higher quality classroom practices had better language and math skills; (b) children with closer teacher-child relationships in child care had better classroom social and thinking skills, language ability, and math skills; and (c) better child care quality was more strongly related to better math skills and fewer problem behaviors for children whose mothers had less education. The study also examined the relationship between early child care experiences and later school experiences in kindergarten and second grade on children's abilities in the second grade. The results indicated the following: (a) Children who attended higher quality child care had better cognitive and social skills in the second grade, and (b) children who experienced more positive classroom climates in child care had better relationships with peers in second grade. The authors suggested a number of fiscal strategies, professional preparation/compensation approaches, and program/system improvements that could be implemented in order to work toward the goal of high quality child care. (*The Children of the Cost, Quality, and Outcomes Study Go to School: Technical Report and Executive Summary*, Chapel Hill, NC: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center, 2000.)

Websites of Interest—

http://www.acf.dhhs.gov/programs **Family and Child Experiences Survey** (FACES) is a national longitudinal study of the cognitive, social, emotional, and physical development of Head Start children; the characteristics, well-being, and accomplishments of families; the observed quality of Head Start classrooms; and the characteristics, needs, and opinions of Head Start teachers and other program staff.

http://www.acf.dhhs.gov/programs/core/ongoing_research/ The **National Head Start Impact Study** has two primary goals. The first is to determine on a national basis how Head Start effects the school readiness of children participating in the program as compared to children not enrolled in Head Start. The second goal of the study is to determine under which conditions Head Start works best and for which children.

Important Reference Websites

www.headstartinfo.org This is the Head Start publication center where copies of training guides, bulletins, performance standards, and a catalog of free and low-cost Head Start materials can be ordered. The site also includes a directory of Head Start programs.

www.nhsa.org This is the site for the National Head Start Association with links to resources, training event calendars, and research.

www.edc.org/CCF/NTC This is the site for the National Head Start Disabilities Service Training Center at the Center for Children and Families, Education Development Center, Inc.

www.ehsnrc.org This is the site for the Early Head Start National Resource Center.

www.acf.dhhs.gov/programs/region4/progover.htm Administration for Children and Families, Department of Health and Human Services, Region IV. Click on "Program Summaries" and then "Head Start" for general information about Head Start.

www.wku.edu/TTAS This site is the Training and Technical Assistance Services center for Region IV operated out of Western Kentucky University. This site includes links to the Head Start Publications Center and library. Additional information about health, early childhood, and family and community partnerships is also found here.

http://www.monroe.k12.fl.us/floridaheadstartassociation/ This is the Florida Head Start Association's website which includes links to a variety resources about Head Start in Florida as well as links to Head Start ListServs.

http://www.quilt.org QUILT is a national training and technical assistance project funded by the federal Head Start and Child Care Bureaus. Its purpose is to support full day, full-year partnerships among child care, Head Start, prekindergarten, and other early education programs at the local, state, tribal, territorial, and regional levels.

DIRECTORY OF PROGRAM EXPERTS

The persons listed in the categories below have indicated a willingness to provide consultation and technical assistance to school readiness programs in Florida.

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Program Management and Development

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Accreditation

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Community Partnerships

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APPENDIX

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SUMMIT PARTICIPANTS

The following is a list of persons attending the "Solutions for Enhancing school Readiness Summit," September 25, 2002, in Orlando:

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